



TIGERVILLE ELEMENTARY

25 Tigerville Elementary
Taylors, SC 29687

Grades	PK-5 Elementary School	
Enrollment	316 Students	
Principal	C. Diane Jackson	864-355-4610
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

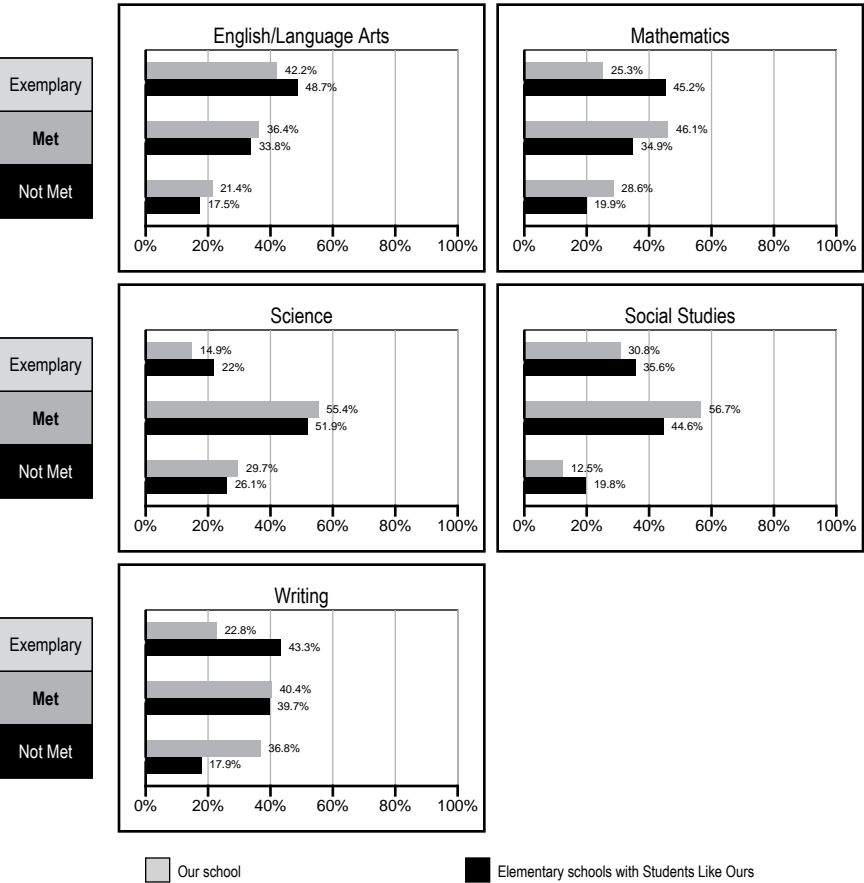
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	41	18	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=316)				
First graders who attended full-day kindergarten	100.0%	Up from 97.8%	100.0%	100.0%
Retention rate	0.0%	Down from 0.6%	0.9%	1.1%
Attendance rate	95.2%	Down from 96.0%	96.2%	96.2%
Served by gifted and talented program	15.1%	Up from 12.0%	19.1%	13.4%
With disabilities other than speech	8.2%	Down from 16.0%	3.9%	4.1%
Older than usual for grade	0.3%	Down from 0.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	76.2%	Up from 66.7%	65.2%	62.5%
Continuing contract teachers	100.0%	Up from 95.8%	91.1%	88.2%
Teachers returning from previous year	89.6%	Up from 86.7%	89.6%	87.8%
Teacher attendance rate	95.8%	Down from 96.9%	95.3%	95.2%
Average teacher salary*	\$50,960	Up 2.9%	\$48,058	\$46,773
Professional development days/teacher	12.4 days	Down from 13.1 days	11.0 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.6 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.7%	Down from 92.7%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,490	Down 5.3%	\$7,021	\$7,447
Percent of expenditures for instruction**	60.4%	Down from 62.5%	68.8%	68.4%
Percent of expenditures for teacher salaries**	59.5%	Up from 58.9%	66.3%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Strategic plans for determining school direction in the areas of curriculum and instruction, student achievement, and facilities are developed by all stakeholders at Tigerville. Yearly, the plan is revisited, updated and changed to meet the needs of the students. Teachers, parents, administrators, and community members set school goals that correlate with Greenville County Schools' Education Plan: Goal 1: Raise the Academic Challenge and Performance of Each Student, Goal 2: Ensure Quality Personnel in all Positions, Goal 3: Provide a School Environment Supportive of Learning, Goal 4: Effectively Manage and Further Develop Necessary Financial Resources, Goal 5: Improve Understanding and Support of Public Schools.

During the 2011-12 school year, focus learning groups were created based on individual student skill analysis determined by MAP RIT scores in Reading and Math deficit areas in grades 3, 4, and 5. Specific instruction was then given to the students on a weekly basis for 6 weeks prior to PASS testing. Teachers worked together, within their grade levels, to create common assessments for their students.

PTA and SIC members worked closely with the school to evaluate the programs that were utilized for academics and character education. Discussions and cooperative planning between the two parent groups was phenomenal and is working to benefit all students in the school. "Disabilities Awareness Day" continued through volunteer assistance from these parent/school groups.

Our mission to provide quality educational experiences tailored to meet the individual needs of students is constantly revisited by staff members, parents, and community volunteers. We believe learning must include instruction that is aligned with state standards, integrated, and includes opportunities for the use of technology and writing. The instruction is multi-level, takes place in individual, small, and large groups, and addressed the diverse learning styles of our students. A variety of assessments inform our instruction – MAP testing, rubrics, benchmarks, common assessments, observations, peer and student evaluations, and learning style needs. Our school has a community atmosphere in a bright, child centered facility with high expectations, supportive administration and a highly qualified and collegial staff. We envision a school with mutual respect, responsibility and cooperation among the home/school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Jeff King, SIC Chairperson Regina Urueta, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	61	44
Percent satisfied with learning environment	100.0%	96.6%	97.7%
Percent satisfied with social and physical environment	93.8%	91.5%	95.5%
Percent satisfied with school-home relations	100.0%	91.4%	95.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	158	100	21.4	36.4	42.2	88.3	84.1	82.4	Yes	Yes
Gender										
Male	89	100	21.2	40	38.8	90.6	80.8	78.7	N/A	N/A
Female	69	100	21.7	31.9	46.4	85.5	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	147	100	21.7	36.4	42	88.8	89.7	88.9	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	72.2	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	28	100	53.6	42.9	3.6	53.6	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	87	100	30.2	34.9	34.9	83.7	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	158	100	28.6	46.1	25.3	78.6	84.4	81.9	Yes	Yes
Gender										
Male	89	100	30.6	42.4	27.1	76.5	82.9	79.9	N/A	N/A
Female	69	100	26.1	50.7	23.2	81.2	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	147	100	28	47.6	24.5	79.7	89.4	88.9	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	72	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	28	100	64.3	28.6	7.1	42.9	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	87	100	32.6	51.2	16.3	74.4	76.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	103	100	29.7	55.4	14.9	70.3	71.6	68.6
Gender								
Male	54	100	25	61.5	13.5	75	71.4	68.3
Female	49	100	34.7	49	16.3	65.3	71.9	68.9
Racial/Ethnic Group								
White	93	100	28.6	56	15.4	71.4	81	80.7
African American	6	I/S	I/S	I/S	I/S	I/S	52.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	60	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.8	60.7
Socio-Economic Status								
Subsidized meals	57	100	40.4	50.9	8.8	59.6	58.4	57.3

Social Studies

All Students	106	100	12.5	56.7	30.8	87.5	76.1	72.5
Gender								
Male	60	100	8.6	56.9	34.5	91.4	75.9	72
Female	46	100	17.4	56.5	26.1	82.6	76.2	73.1
Racial/Ethnic Group								
White	101	100	13.1	56.6	30.3	86.9	82.8	81
African American	5	I/S	I/S	I/S	I/S	I/S	61.5	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	88.5	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	15	100	20	53.3	26.7	80	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	60	100	11.9	64.4	23.7	88.1	65.2	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	61	100	36.8	40.4	22.8	63.2	76	73.2	95.2	96.4
Gender										
Male	38	100	40	42.9	17.1	60	70.2	67.2	95.4	96.3
Female	23	100	31.8	36.4	31.8	68.2	82.1	79.4	95	96.4
Racial/Ethnic Group										
White	55	100	37.3	41.2	21.6	62.7	83.1	81.5	95.2	96.2
African American	3	I/S	I/S	I/S	I/S	I/S	62.2	61.3	94.7	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	98	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.3	66.7	99.5	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	33.3	26.5	26	95.1	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.3	65.7	98	97.2
Socio-Economic Status										
Subsidized meals	35	100	42.4	39.4	18.2	57.6	63.7	63.2	94.3	95.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	54	100	9.8	31.4	58.8	90.2
	4	61	100	26.7	50	23.3	73.3
	5	55	100	22.2	40.7	37	77.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	47	100	15.2	28.3	56.5	84.8
	4	51	100	23.5	37.3	39.2	76.5
	5	60	100	24.6	42.1	33.3	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	54	100	35.3	43.1	21.6	64.7
	4	61	100	31.7	50	18.3	68.3
	5	55	100	18.5	61.1	20.4	81.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	47	100	34.8	37	28.3	65.2
	4	51	100	17.6	49	33.3	82.4
	5	60	100	33.3	50.9	15.8	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	27	100	44	36	20	56
	4	61	100	N/A	N/A	N/A	66.7
	5	28	100	22.2	70.4	7.4	77.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	23	100	30.4	34.8	34.8	69.6
	4	51	100	21.6	66.7	11.8	78.4
	5	29	100	44.4	51.9	3.7	55.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	27	100	23.1	53.8	23.1	76.9
	4	61	100	26.7	60	13.3	73.3
	5	27	100	22.2	55.6	22.2	77.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	24	100	21.7	56.5	21.7	78.3
	4	51	100	7.8	56.9	35.3	92.2
	5	31	100	13.3	56.7	30	86.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	53	100	31.4	43.1	25.5	68.6
	4	61	100	46.7	31.7	21.7	53.3
	5	55	100	24.1	35.2	40.7	75.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	61	100	36.8	40.4	22.8	63.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample